**Transdisciplinary Theme: Who we are unit 1**

**Central Idea*:***Human beings build relationships within different social groups.

August 31st to October 1st 2009

**Enduring Understandings:**

* Each person belongs to different social groups.
* Belonging to a social group implies establishing relationships with others.
* My family is the first and most important social group to which I belong.
* Everyone has a family but every family is different.

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| **Concepts (Key & Related)**   * CONNECTION * Relationship   **Lines of Inquiry**   * Different social groups to which I belong. * What makes me part of a social group. * Different kinds of families.   **Attitudes**   * Respect * Cooperation | **Skills**  **Communication**   * Listening (L2) Following directions, basic commands. * Speaking (L1) Función expresiva y emotiva de la lengua.   **Research**   * Formulating questions (L1) Modalidad oracional-interrogación.   **Self-Management**   * Codes of behaviour (P.S.E.) Classroom rules.   (P.E. ) Safety rules.  **Social**   * **adopting a variety of group roles** (P.S.E.) Afectividad Sentido de pertenencia (Manadas)   **Subject Areas**   |  |  |  | | --- | --- | --- | | **Advising the Inquiry** | **Supporting the Inquiry**  **(Skills)** | **Driving the Inquiry** | | * Maths * Religion * P.S.P.E. (Dance) * Arts (Drama, Music, Visual Arts) | * Language   (L1-L2)   * P.S.P.E   (P.E- P.S.E.) | \*Social Studies (*Social Organisation & Culture* –“My Family”)  \*P.S.P.E (P.S.E. *Interaction with others*-“My new friends”- Afectividad)  \*Science (*Living things*-“Cuidado Parental”) | |

**Transdisciplinary Theme: How we organise ourselves unit 2 Central Idea*:***All school members work together to help students learn.

All members in a group work together to achieve their goals.

**Enduring Understandings:**

* Everybody has a duty to fulfill in a school so that it functions properly.
* People´s jobs should be appreciated and respected.
* Schools´main goals are teaching and learning.
* Some animals work together and have specific duties.

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| **Concepts (Key & Related)**   * RESPONSIBILITY * Duty     **Lines of Inquiry**   * How our school works. * Jobs & duties at school. * Animals jobs & duties.     **Attitudes**   * Integrity * Commitment | **Skills**  **Communication:**   * listening (l2) * speaking (l1)   **Research:**   * collecting data (maths)   **Self-Management:**   * time MANAGEMENT (p.s.e.)   **Social:**   * accepting responsibility (social studies)   **thinking:**   * Acquisition of knowledge (science)   **Subject Areas**   |  |  |  | | --- | --- | --- | | **Advising the Inquiry** | **Supporting the Inquiry**  **(Skills)** | **Driving the Inquiry** | | * P.S.P.E. (P.E.) * Religion * P.S.P.E. (Dance) * Arts (Music, Visual Arts) | * Language (L1-L2) * Maths * P.S.P.E. (P.S.E.) * Social Studies * Science | * Social Studies(*Social Organisation & Culture*-“Jobs at school”) * P.S.P.E ( P.S.E.-*Organistaion for learning*-“My responsibilities”) Pilar * Science(*Living things*-“Animals jobs”) * Arts (Drama-*Performance*-“Role”) | |

**Transdisciplinary Theme: sharing the planet unit 4 Central Idea*:***Our lifestyle affects the air living things need to breathe.

**Enduring Understandings:**

* Our actions affect the air we breathe.
* We can act to prevent further damage to the environment (air)
* Clean air is essential for life, so we have to care for it.
* A kinder student can help keep the air clean.

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| **Concepts (Key & Related)**   * CAUSATION * CONNECTION * Pollution * Need     **Lines of Inquiry**   * What living things need.   CASE STUDY: Air   * How people affect the air. * What we can do to keep the air clean.   **Attitudes**   * Creativity * Independence | **Skills**  **thinking:**  COMPREHENSION (science)  **Communication:**  viewing (social studies)  **Research:**  recording data (maths)  **Self-Management:**  organisation (p.s.e. Afectividad & classroom teachers)  **Social:**  group decision making (p.s.e. Afectividad & classroom teachers)  **Subject Areas**   |  |  |  | | --- | --- | --- | | **Advising the Inquiry** | **Supporting the Inquiry**  **(Skills)** | **Driving the Inquiry** | | * P.S.P.E. (P.E.) * Religion * P.S.P.E. (Dance) * Arts (Drama, Music, Visual Arts) * Language (L1) | * Language (L2) * Maths * Social Studies * Science   P.S.P.E (P.S.E.) | \*Science( *Living things*-“Air pollution”-“Breathing”-POLLUTION-NEED)  \*Social Studies (*Resources & the environment*-“I affect the air” POLLUTION)  \*P.S.P.E. (P.S.E.-*Health & Safety*-“What we can do to keep the air clean” POLLUTION- *Self concept*- “My needs” Pilar-NEED) | |

**Transdisciplinary Theme: where we are in place and time unit 3**

**Central Idea*:***Things change through time.

**Enduring Understandings:**

* There have been changes in entertainment, household and means of transportation through time and they will continue to change.
* Generations are all the people born around the same period of time.
* Living things are always changing.

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| **Concepts (Key & Related)**   * CHANGE   **Lines of Inquiry**   * Visible human-made changes in objects through time. * Changes in people´s lifestyle through time. * Changes in some living things.   Case study:Metamorphosis  **Attitudes**   * **Curiosity** * **Appreciation** | **Skills**  **COMMUNICATION:**  writing (l2)  **-RESEARCH:**  **-**Organising Data (maths)  **self-management:**  -Spatial awareness (maths)  **SOCIAL:**  RESOLVING CONFLICT (p.s.e. PILAR & CLASSROOM TEACHERS)  **Subject Areas**   |  |  |  | | --- | --- | --- | | **Advising the Inquiry** | **Supporting the Inquiry**  **(Skills)** | **Driving the Inquiry** | | P.S.P.E. (Dance-P.E.) Religion  Language (L1) | Language (L2)  Maths | Social Studies (*Continuity & change through time*-“Then & now”-CHANGE)  Science(*Living things*-“Metamorphosis”-CHANGE)  P.S.P.E. (P.S.E.Self-concept-“Me map”-CHANGE)  P.S.P.E.(P.E. *Health related activities*-“Exercising”-CHANGE)  Arts (Visual Arts-*Creative processes*-“My design”-CHANGE)  Arts (Music- *Performing*-*singing & playing instruments*-“Cualidades del sonido”-CHANGE)  Arts (Drama-*Technical incorporation-“*Elementos de utileria y vestuario”-CHANGE*)* | |

**Transdisciplinary Theme: HOW THE WORLD WORKS unit 5 Central Idea*:***When people have a disability they develop their other senses.

**Enduring Understandings:**

Our senses help us explore our surroundings.

There is an organ for each sense and we must take care of them.

Some people have sense impairments and they use the other senses instead.

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| **Concepts (Key & Related)**   * FUNCTION * RESPONSIBILITY * Ability * Care   **Lines of Inquiry**   * How the five senses organs work. * What the senses are used for. * How to take care of our sense organs. * How people with disabilities cope in their lives.   **Attitudes**   * Empathy * Tolerance | **Skills**  **Communication:**  reading (l1- l2)  **Research:**  observing (science)  **Self-Management:**  safety (p.s.e. classroom teachers and afectividad)  **Social:**  respecting others (p.s.e. classroom teachers and afectividad)  **Subject Areas**   |  |  |  | | --- | --- | --- | | **Advising the Inquiry** | **Supporting the Inquiry**  **(Skills)** | **Driving the Inquiry** | | * Religion * P.S.P.E. (Dance) * Arts (Drama, Music, Visual Arts) * Maths | * Language (L1- L2) * Science * P.S.P.E. (P.S.E.) * P.S.P.E. (P.E.) | * Social Studies   **P.S.P.E (P.S.E.-P.E.)**  **Science** | |

**Transdisciplinary Theme: HOW WE EXPRESS OURSELVES unit 6 Central Idea*:***Human beings express themselves through the Arts.

**Enduring Understandings:**

* I realise I can express myself in different ways.
* People around me have different ways of expressing themselves and we must respect them.
* Animals use different signs to express their needs.

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| **Concepts (Key & Related)**   * FUNCTION * PERSPECTIVE * Expression   **Lines of Inquiry**   * How animals express and what for. * Different ways people express themselves. * How everyone can express their feelings through the Arts.   **Attitudes**   * Confidence * Enthusiasm | **Skills**  **Communication:**  reading (l2)  non-verbal communication (drama-dance-visual arts)  **Research:**  interpreting data (maths)  **Self-Management:**  fine motor skills (visual arts)  gross motor skills (dance -P.E.)  **Social:**  cooperating (P.S.E.)  **Subject Areas**   |  |  |  | | --- | --- | --- | | **Advising the Inquiry** | **Supporting the Inquiry**  **(Skills)** | **Driving the Inquiry** | | Religion | Language (L2)  Maths  Arts (Drama,Visual Arts)  P.S.P.E. (Dance- P.E. - P.S.E.)    , | Social Studies (Social Organisation & Culture-“Different ways of expression”)  P.S.P.E (P.S.E.*Self-concept*-“My strengths”)  Science (Living things-“Animals´signs”)  Arts (Drama-Creative exploration & expression-“Emotions”)  Arts (Music-Creating & composing-“Compositions”)  Arts (Visual Arts-Creative processes- “  P.S.P.E. (Dance- )  Language (L1- *Language-Diversity of function of language*-“Narrativa”)  Language (L2- *Language-Diversity of function of language*-“Different kinds of texts”) | |